

## New Hampshire Curriculum Framework Social Studies **PART 2 – Essential Skills for Social Studies**

**The social studies incorporate skills drawn from the vocabulary and structure of its disciplines and foster critical thinking and decision-making. These skills include:**

- Differentiating past, present and future and change over time
- Detecting cause and effect, distinguishing fact from opinion, recognizing biases
- Evaluating and critiquing varied sources of information and the use of appropriate primary and secondary sources and technology to acquire information
- Creating and testing generalizations and theses
- Expressing clearly and concisely personal opinion supported by evidence
- Calculating effects of decisions and decision making

- Solving Individual and group problems

To fully participate in critical thinking and to practice the above skills, students must be able to draw upon the full array of past and present experience including information from world, national, and local issues. These skills are presented K-12. It is the responsibility of local curriculum committees to assign specific skills to particular grade levels.

### **Skill 2.1 – Acquiring information**

#### **Expectations**

**A: Students will be able to find social studies-related information:**

- 1. Use economic and geographic data, historical sources, as well as other appropriate sources**
- 2. Discriminate to select the most worthwhile and trustworthy sources**

3. Draw on the diversity of social studies-related sources, such as auditory and visual sources, such as documents, charts, pictures, architectural works, and music.

**B: Students will be able to comprehend the wide range of social studies-related materials by using skills:**

- 1. Distinguish between primary and secondary sources.**
- 2. Detect cause and effect relationships**
- 3. Distinguish between facts, interpretations, and opinions**
4. Recognize author bias; recognize propaganda
5. Test the validity of information by using such criteria as source, objectivity, technical correctness, currency
6. Draw from the source information at a level appropriate to the task at hand, i.e., skimming for facts or probing for deeper meaning
- 7. Utilize various types of sources such as documents, charts, images, artifacts, and maps**

**8. Cite sources, particularly from the Internet, accurately and completely**

**C: Students will be able to find information:**

- 1. Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts, word lists**

**2. Recognize and understand relevant social studies terms.**

D: Students will be able to carry out a variety of information-gathering techniques:

1. Gather information by conducting surveys
2. Gather information by conducting polls and group observations

3. Gather information by conducting basic statistical analysis

E: Students will be able to use appropriate internet resources:

1. Access relevant and reliable websites
2. Search effectively and efficiently

3. Judge websites for reliability, bias, and appropriateness

**Skill 2.2 – Organizing and Communicating Information**

**Expectations**

F: Students will be able to clarify information:

1. Group data in categories according to appropriate criteria
2. Place in proper sequence, i.e., in order of occurrence, including in timelines, or in order of importance, etc.

3. Place data in tabular form: charts, graphs, and illustrations

G: Students will be able to interpret information:

1. Draw inferences from factual material
2. Recognize that more than one reasoned interpretation of factual material is valid
3. Compare and contrast credibility of differing accounts of the same event
4. Form opinion based on critical examination of relevant information
5. State hypothesis for further study
6. Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events

7. Take into account when interpreting events or behaviors context of their time and place

H: Students will be able to present information in a variety of ways:

1. Present visually (chart, graph, diagram, model, Power Point, etc.)
2. Present orally (presentation, debate, group discussion, simulation, etc.)

3. Present in writing (research essays, abstracts, short answers, etc.)

I: Students will be able to make informed decisions:

1. Secure needed factual information relevant to making the decision
2. Identify alternative courses of action and predict likely consequences of each
3. Take into account relevant ethical values and principles

4. Justify interpretation by citing evidence

## Skill 2.3 – Real World Applications of Social Studies Skills

### Expectations

J: Students will develop personal skills:

1. Communicate and defend one's own belief, feelings, and convictions
2. Appropriately adjust one's own behavior in response to the dynamics of various groups and situations

3. Participate in persuading, compromising, debating, and negotiating the resolution of conflicts and differences

K: Students will develop civic participation skills:

1. Keep informed on issues that affect society
2. Identify situations in which civic action is required
3. Work individually or with others to decide on an appropriate course of action
4. Work to influence those in leadership positions to strive for extensions of freedom, justice, and human rights
5. Accept and fulfill responsibilities associated with citizenship in a free society
6. Participate in community projects such as voter registration, blood drives, conservation, and heritage activities